

Fort Hays State University

FHSU Scholars Repository

Master's Theses

Graduate School

Summer 1943

Observations of The Use and Efficacy of Changing A Patient's Concept of His Role : A Psychotherapeutic Device

Ethel Edwards

Fort Hays Kansas State College

Follow this and additional works at: <https://scholars.fhsu.edu/theses>



Part of the [Psychology Commons](#)

Recommended Citation

Edwards, Ethel, "Observations of The Use and Efficacy of Changing A Patient's Concept of His Role : A Psychotherapeutic Device" (1943). *Master's Theses*. 372.

<https://scholars.fhsu.edu/theses/372>

This Thesis is brought to you for free and open access by the Graduate School at FHSU Scholars Repository. It has been accepted for inclusion in Master's Theses by an authorized administrator of FHSU Scholars Repository.

TABLE OF CONTENTS
CHAPTER
OBSERVATIONS OF THE USE AND EFFICACY OF CHANGING
A PATIENT'S CONCEPT OF HIS ROLE --
A PSYCHOTHERAPEUTIC DEVICE

being

A thesis presented to the Graduate Faculty
of the Fort Hays Kansas State College in
partial fulfillment of the requirements for
the Degree of Master of Science

by

Ethel D. Edwards, A. B.

Fort Hays Kansas State College

Date

July 23, 1943

Approved

Major Professor

Chairman Graduate Council

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION.	1
Problem	4
II. PROCEDURE: METHOD AND CASES.	6
Case I.	7
Case II	12
Case III.	14
Case IV	16
Case V.	20
Case VI	22
Case VII.	23
Case VIII	26
Case IX	28
Case X.	30
III. SUMMARY	33
Conclusions	42
BIBLIOGRAPHY	44
APPENDIX	1
Section I	1
Section II.	8
Section III	16
Section IV	24
Section V	27
Section VI.	32

APPENDIX

CHAPTER ONE

PAGE

Section VII.	38
Section VIII.	53
Section IX.	57
Section X.	68

very time-consuming; the therapist must be highly trained; it is successful with only certain types of patients and necessitates a considerable amount of ego strength.

Because the ability of persons who show poor social adjustment can never expect to be psychoanalyzed and very possibly would not profit by such an experience, numerous modifications of this form of treatment have been developed as well as other, entirely different methods. Some of these methods allow a certain amount of catharsis but usually do not go into the deeper levels. Other methods deal only with overt symptoms. Examples of this last would be occupational therapy and direct suggestion.

Rank (4) was one of the first to break with Freud. He placed special emphasis on a short therapy and one that could be guided at any time. He did not believe it was necessary to go into infantile experiences but only that it was sufficient to deal with emotional symptoms.

CHAPTER ONE

INTRODUCTION

Psychoanalysis (1) is probably the most widely discussed type of psychotherapy although it is not widely used. Numerous disadvantages have been found. It is very time-consuming; the therapist must be highly trained; it is successful with only certain types of patients and necessitates a considerable amount of ego strength.

Because the majority of persons who show poor social adjustment can never expect to be psychoanalyzed and very possibly would not profit by such an experience, numerous modifications of this form of treatment have been developed as well as other entirely different methods. Some of these methods allow a certain amount of catharsis but usually do not go into the deeper levels. Other methods deal only with overt symptoms. Examples of this last would be occupational therapy and direct suggestion.

Rank (4) was one of the first to break with Freud. He placed special emphasis on a short therapy and one that could be ended at any time. He did not believe it was necessary to go into infantile experiences but felt that it was sufficient to deal with emotional reactions

in the present. While his treatment at first appeared to be successful it was found that it permitted a transference and that in many instances it was harmful to break this transference too early.

Taft (8), a follower of Rank, has advocated a controlled relationship which is comparatively short. She does not attempt to go into early life experiences, nor does she make any attempt to analyze or give the patient any understanding of his problems. Her therapy, like Rank's, consists of meeting emotions as they arise in the conference.

In recent years the term "semantics" has been coming into general use. Korzybski (5) propounds the theory that words may have an entirely different meaning for each individual and that the thoughts and actions of the individual are determined by their meaning to him. Thus a person may consider himself an introvert and so act according to that stereotype. If this is true, it would seem that such a person's actions and thoughts could be changed by getting him to accept a different term of self-description.

Guthrie (2) has mentioned instances where individuals have changed their concept of themselves and thus their actions. One example is the girl who considered herself a "wallflower." A group of boys decided to give

her a "rush" and she, feeling herself popular, becomes gracious and at ease. Her popularity did not end suddenly as it had started as the boys soon forgot they had started it as an experiment.

Guthrie (2) also mentions that it is unwise for parents in correcting their children to say they have been lying, cheating, and the like, as such terms may have a serious effect on the role the child builds for himself.

Numerous examples of change of roles can be seen in everyday life. Children especially, copy favorite movie and radio stars in speech and manner of dress. They may copy the latest role played by their favorite actor. A person playing a role in a drama may stay in character, wholly or in part, for some time. A little girl puts on high heels and cosmetics and then imitates her mother as she plays house. This is probably but the beginning of the role which she will build for herself. As she meets and copies others it will be modified to a certain extent.

To the child who is dressed up playing house, her actions are but play acting, but as she grows older and can fit into the grown-up role these are apt to become more and more a part of her.

Moreno (6) has used dramatization as a part of his therapy. One part of his work consists of having the

therapist identify with the patient and become his "auxiliary" ego. The second part is to have the patient dramatize past situations and possibly future situations on a specially constructed stage. If other people are needed, and the real life characters are not available, assistants dramatize scenes as "auxiliary" egos. He believes this dramatization to be helpful in interpersonal relationships in releasing emotion, in giving the patient insight into his own role and its relationship to others, and likewise, in helping those with whom the patient is in contact to a better understanding of the patient and themselves. Thus, while he dramatizes the individual's role, he makes no real attempt to give him a new part.

Some of the difficulties of Moreno's method for general practice are the number of trained people required for the dramatization, the specially constructed stage, and the great skill required in handling so complicated a situation.

Problem

The problem we faced was to try to develop some form of psychotherapy that would not consume a great deal of time. It was desirable that it should be applicable to a wide range in type of cases and that it should be simple enough so that it would require little training on the

part of the therapist.

Semantics (5) suggests that a personality may be built up because of language. The use of words as a means of communication has created a civilization yet each person because of individual differences and experiences has his own interpretation of these words. As a person thinks in terms of words and their meaning to him, he thus describes himself and acts accordingly. This may not have been done consciously.

Guthrie (2) suggests that accidental happenings may cause a person to change his concept of his role and thus his personality.

Can such a change be planned and if so, how can it be planned? Can the individual adopt such a planned role as a permanent part of his personality? What is the evidence that any real improvement takes place? Will a therapy conducted on this superficial level effect a sufficient emotional release to enable the patient to become better adjusted to himself and to society?

These are the questions we have attempted to answer by the therapeutic method which we chose to call role therapy.

CHAPTER II

PROCEDURE: METHOD AND CASES

1. Tests given to determine mental ability and development:
 - a. Henmon-Nelson test of Mental Ability for College Students, Form A.
 - b. Nelson-Denny Reading Test for College Students, Form A.
 - c. Terman-Merrill Revision of the Stanford-Binet, Form M.
2. The case sorted the Maller Personality cards picking out statements that described himself.
3. The patient wrote a self-characterization.
4. In order to keep the method as objective as possible, all the information obtained in the manner mentioned above was given to the clinic staff, and, from this material, they attempted to determine the old role the patient had been playing.
5. After determining the case's old role, the clinic staff next set up a new subjective role for him.
6. An orientation conference was held with the case in which he was introduced to his new role.
7. In the following conferences the new role was dramatized for all of the following situations where it was felt the case needed to change -- a. class, b. student body,

- c. family, d. community, e. girl or boy friend,
f. life orientation and plan.
8. A general conference was held with the patient in which situations were rechecked before giving the final tests. Scenes relating to some of the statements picked as applicable on the Personality Cards were usually dramatized also.
 9. The case again picked statements from the Maller Personality cards which applied to him.
 10. A second self-characterization was written.
 11. The same battery of tests given at the first of the conferences was again given. This time Form B of the Henmon-Nelson Test of Mental Ability and of the Nelson-Denny Reading Test, and Form L of the Terman-Merrill Revision of the Stanford-Binet were the tests used.

Case I

Perhaps the method can best be explained by following through the procedure on one case. All of the patients used in this study were students at the Fort Hays Kansas State College. Arthur¹ came to the Psychological Clinic for guidance and he was referred to the investigator by the Clinic Director with the suggestion that this type of therapy be tried.

The test results at both the first and at the end of

1. Appendix, Section 1.

the conferences were as follows:²

The Henmon-Nelson Test of Mental Ability for College Students

Form A.-71 points Form B.-75 points

The Terman-Merrill revision of the Stanford-Binet

Form M.-I.Q. 137 Form L.-I.Q. 148

Arthur was asked to divide the Maller Personality Cards into four groups. The first group contained statements that he felt were especially characteristic of himself, the second group contained statements that were somewhat self-descriptive, the third group contained statements that were only slightly characteristic. The fourth group contained statements that did not apply to him. Typical statements found on the cards are as follows: "Do you sometimes do thing against your will--can't help it? Do you worry about little things? Do you have habits of which you feel ashamed?" He also wrote a self-characterization.

Using the data thus obtained, three clinicians who did not know the patient's name, determined what seemed to be the patient's old role--the role that played

2. Form A of the Henmon-Nelson and Form M of the Terman Merrill were given at the first of the study. The Nelson-Denny Reading test was not given to Arthur.

(1) in the class, (2) in the student body, (3) in the family, (4) in the community, (5) with the girl or boy friend, and (6) in life orientation and plan. Following this same outline the staff constructed a new role for the patient--that is, a new way of seeing himself in each one of these situations where it was believed that a change would help his adjustment.

The clinic staff in this instance determined Arthur's old role to be that of a non-participant in class, student body, and community. With the family he was well adjusted but possibly too closely integrated. In regard to girl friends it was believed that he had become somewhat cynical in hunting for an ideal. His life orientation and plan were fairly acceptable although it seemed his ambitions were more for the enhancement of his ego than of any social value.

In his new role, Arthur was to see himself as an intelligent, ambitious young man who was capable of holding a responsible position in society. In the past he had been learning and it had been permissible for him to remain on the sidelines. Now he had reached the place where, if he were fully to achieve his ambitions, it was time to begin assuming some responsibility for others. Part of his social responsibility could be emphasized through his vocational interests by passing on interesting

bits of his knowledge of architecture through lectures and writing. Several activities that might help him carry out this role in real life were suggested by the staff.

In the first conference, weaknesses in Arthur's old role were discussed followed by a discussion of the new role. The case expressed an interest in changing some parts of this personality and seemed to favor the new role.

In the second conference the class and student body were discussed and situations dramatized in the conference. In the situations the investigator took whatever opposite part was needed as teacher or another student. At the end of the conference the carry-over of the role into real life was emphasized.

In the third conference Arthur reported that he was helping one of the boys at the house where he lived, who was having difficulty with his school work, and that he was making an effort to mix more with other students. This was part of the role that he was supposed to adopt and the part that had been discussed and dramatized in the previous conference. At this time situations regarding the community and life orientation and plan were dramatized. He responded well and offered suggestions of his own as to how he could put the new role in practice.

It had been felt that Arthur's family adjustment was fairly satisfactory and as the conferences proceeded that seemed to be confirmed. Therefore no dramatizations were done regarding that situation. After some discussion regarding girl friends it was felt that he had by then worked out a fairly satisfactory adjustment and this situation too was omitted.

At the next conference the statements on the personality cards that Arthur had picked as being most descriptive of his character were examined one at a time to see if they fit with the new personality. Where it seemed applicable a situation was dramatized pertaining to the statement of the card.

The final tests were then given to Arthur. On equivalent forms of the Henmon-Nelson Test he had raised his point score only four, from 71 to 75. On the Terman-Merrill his I. Q. had gone up from 137 to 148.

As to personality, Arthur seemed to accept the new role from the time it was first explained to him. His own reports and clinical observation seemed to indicate a definite change along the lines indicated. He quickly adopted the role as a part of himself and did not really feel that he was play acting.

Case II

John was referred to the investigator by the Clinic Director. His main difficulty seemed to be in social adjustment brought about by a nationality difference.¹ The test results were as follows:²

Henmon-Nelson Test of Mental Ability

Form A - 28 points Form B - 34 points

Form A - 41 points

Nelson-Denny Test of Reading Ability

Form A - 20 points Form B - 27 points

Terman-Merrill Revision of the Stanford-Binet

Form M - I.Q. 108 Form L - I.Q. 113.

John's old role, as determined by the committee, was characterized by a lack of confidence. He was of foreign parentage and the few of his nationality who had attended college at Hays were somewhat ostracized. He seemed to feel this rather keenly and a one with feelings of inferiority were also fairly strong feelings of resentment against all who were connected with the

1. Because of a language difficulty and to compare John with his brother studied previously, the Kelly Speech and Reading Test was also given as well as the Cornell-Coxe Test of Mental Ability. Appendix, Section II.

2. Form A of the Henmon-Nelson and the Nelson Denny tests were given at the first of the conferences and Form B at the end. On the Terman-Merrill, Form M was given at the first.

school.

His new role was to play up the idea that he was a cultural pioneer in a school of pioneers--that he was one of the first few of his nationality to attend school here, but that by his going it would make it easier for others to follow his example. Also, he was to admit to himself that he was just a "hick" from the country now but that he was of good stock and in no way inferior and that he would regain his educational heritage.

After two conferences when the new role had been only partially explained to him, he adopted a new role of his own that was somewhat related to the one which had been planned. He was allowed to integrate about this with marked personality improvement.

The test results did not indicate as much change as might be expected judging from other experience. In this connection it might be added that the work of the clinic with other college students using other types of therapy has generally yielded much more marked results, sometimes as much as from the 30th to the 80th centiles on an intelligence test. In this case however, there was no attempt made to mobilize his personality improvement along intellectual lines. Between the middle of November when the initial testing was done and the middle of

January when the terminal testing was done, his point score changed from 20 to 34 on equivalent forms of the Henmon-Nelson Intelligence test, made a slight change on the Nelson-Denny Reading test, and raised his I. Q. from 104 to 113 on the Revised Stanford-Binet. Since the therapeutic results were not mobilized along intellectual lines during the original treatment period, it was thought perhaps if the personality changes were really as far reaching as they appeared, they would subsequently mobilize themselves along intellectual lines. To test this hypothesis he was called to the clinic again the last of April and given Form A of the Henmon-Nelson test and it was found that his intelligence rating had gone on up to a point score of 41. This was a change from the eighth centile for college freshmen to the twentieth centile and on the last test he raised his score to the fortieth centile.

Case III

Robert¹ was an old chronic simple schizophrenic who was referred to the investigator by the Clinic Director. He showed the following test results:

Henmon-Nelson Test of Mental Ability for
College Students

1. Appendix, Section III.

Form A - 30 points Form B - 29 points

Nelson-Denny Reading Tests for College Students

Form A - 58 points Form B - 41 points

Terman-Merrill Revision of the Stanford-Binet

Form M - I. Q. 106 Form L - I. Q. 103

An attempt was made to set up a role wherein Robert would copy one of the faculty members whom he admired and who was encouraging him to be a teacher. Characteristics that he was especially to note and follow were stability, friendliness, patience, and kindness, and he was to be sure that he always asked questions clearly and looked people straight in the eye.

Robert found so many faults with the faculty member that it was impossible to try to get him to accept this role. After this was given up other roles were tried emphasizing the characteristics that had already been mentioned but not attempting to get him to copy anyone. He did not want to discuss, or have the investigator discuss, anything more personal than his grades, but when a role was explained to him he was usually willing to accept the idea but he could not integrate into it.

While he would apparently accept the role while it was being explained to him, it was practically impossible to get him to dramatize any of the situations. The only thing that he seemed willing to respond to was the

role of teacher explaining mathematics, his favorite subject, to the investigator in the role of pupil.

The case was dropped with no improvement either in personality or along intellectual lines. There was only a very slight change in any of the test results. The Henmon-Nelson changed one point and his I. Q. on the Terman-Merrill dropped three points. The greatest change was in the reading test where the score was dropped from 58 to 41 points. However, the terminal testing of the Henmon-Nelson and Nelson-Denny tests was done under extremely unfavorable conditions.

Case IV

Betty¹ was slightly hyper-thyroid with the typical "rattlebraired" characteristics. Her test results were as follows:²

Henmon-Nelson Test of Mental Ability for College Students

Form A - 34 points Form B - 43 points

Nelson-Denny Reading Test for College Students

Form A - 70 points Form B - 84 points

1. Appendix, Section IV.

2. The Terman-Merrill test was not used in the initial testing as Betty was one of the first cases studied and at that time it had not been decided to compare results on the two forms.

Betty described herself as a person who did not like to be alone, as one who was a follower, flighty, and not dependable. She said that she talked too much and seldom got angry but when she did she was slow to overcome it.

She described her ideal as a woman who liked to mix with people, one who was sympathetic and understanding, and one who did not get excited easily.

Her new role was set up on the basis of her ideal. She was to imagine herself a newspaper reporter. She was to look for essentials in problems and to treat people as interesting cases. She was to try to feel that everything had something good in it and to be understanding and sympathetic.

As it was decided that at the time she got disgusted quickly and was easily frustrated, and that this was hindering her in her school work, the first step was to dramatize classroom situations and conferences with her instructors. She was also to be given the idea that if her lessons were hard, perhaps it was because the author of the text book did not know how to express himself clearly and she should be sympathetic with him.

Classroom situations and private talks with instructors were then dramatized. The investigator played the part of the various instructors. After this the

following situations were dramatized: A girl friend called her "scatterbrained" because she forgot an appointment and was late, a friend told her that hyperthyroids were "dumb," a group at a social gathering laughed at some foolish remark she had made, a situation in which she had difficulty with her parents, a situation in which she carried on a conversation with a friend between acts of a play and in her excitement talked so loudly that people turned and stared, and a classroom situation in which she recited and gave a report.

In the last conference she was told that she didn't have to act "scatter-brained" but that she should remember that she was playing the part of a well-poised, sophisticated woman, especially when she was in public, and that she was clever and alert. Dramatics and journalism were suggested as extra-curricular activities.

At the end of the hour she said that the conferences had brought things to her mind more clearly than she had ever thought of them before.

The second semester Betty enrolled at a girls' school and was not given her final testing until the following summer. At that time her personality appeared to be much more stable and she said that while she sometimes forgot herself, she was no longer as excitable and as easily upset over trifles. Her tests showed an increase

of nine points on the Henmon-Nelson or increased from seventy to eighty-four points. The Terman-Merrill, Form L given at the end of the conferences showed an I. Q. of 129. As she was one of the first cases studied, and as at that time it had not been decided to compare the scores on the two forms of the Terman-Merrill, she was given the Cornell-Coxe test of mental ability at the beginning of the conferences. The most noticeable thing about this was the marked inconsistency. On four parts of the test she had a mental age of over 17, on one she dropped to a mental age of about 10 years and 8 months, and on another to about 12 years and 2 months. However, on the Terman-Merrill test given at the last she was much more consistent. She was started on the average adult test but the basal age was on the superior adult I and on the next test, she missed only one.

The cards that she picked in the Maller Personality test indicated that the same characterization still applied to her that had at the first but in a less marked degree, as this time she picked fewer cards that applied to herself and she considered none of these very important. On the self characterization she could think of only two things to describe herself. She said first that she was happy and then that she was still not very dependable although when she went on talking she said that

things no longer worried her as they used to and she found it much easier to act poised.

Case V

With Fred¹ there was no felt tension within, and as a result he never really saw the need of changing roles. His own opinion as indicated by this selection of cards appeared superficially to change, but the change was not verified by clinical observation. His test results were as follows:

Henmon-Nelson Test of Mental Ability

Form A - 58 points Form B - 60 points

Nelson-Denny Reading Test

Form A - 88 points Form B - 84 points

Terman-Merrill

Form M - I. Q. 139 Form L - I. Q. 146

In his self-description, Fred said that he often got the "blues", lived in the future, had few intimate friends, and he especially emphasized the point that he believed in being clean. He described his ideal as someone who was witty, good at bluffing but usually able to back it up, and able to guard his inner feelings from analysis. He did not like the sort of person who was

1. Appendix, Section V.

overbearing, a hypocrite, and had an air of superiority.

From the cards and the characterization given, the committee decided that he was using grandiose feelings to compensate for a lack of ego strength. As outside activities it was suggested that he go out for debate and that he should be given the idea that he was the sort of person who worked quietly and was far sighted and did not expect rewards now. He was to be thorough and build solidly with a broad background so that he could be secure with the feeling that he had plenty of knowledge and reserve.

During the next two conferences he discussed his ambition to be a great composer and his relationship to his mother. As it had not been possible to get much done in the way of dramatizing situations and getting him to adopt a new role it was suggested that he decide on a list of situations that would really test him and make him show his emotional maturity. He thought of two situations and then began to list characteristics. An attempt was made to dramatize these situations but he did not enter into the part very successfully. In the last conference he said that he thought he was better adjusted and that he knew he enjoyed school more than he had at first. On the cards he listed a good many things as applying to himself but none of them as being extremely important. The test results showed a 7 point raise in I. Q. on the Terman-Merrill and a 4 point drop

on the reading test. The Henmon-Nelson point score went up from 58 to 60.

Fred had never accepted his role and it was believed that this type of therapy had been of no value to him.

Case VI

Helen¹ accepted the idea of role therapy as another adventure and responded quite well in conference. The desire for adventure was probably associated with her slight homosexual tendencies. There was noticeable improvement in the grades that nine weeks but she liked the idea of playing different parts so well that she soon had others setting up different roles for her to play, even writing to an old school teacher and receiving instructions which started her on a new part.

Her test results were as follows:

Henmon-Nelson Test of Mental Ability

Form A - 64 points Form B - 37 points

Nelson-Denny Test of Reading Ability

Form A - 103 points Form B - 84 points

Terman-Merrill

Form M - I. Q. 142 Form L - I. Q. 139

From the cards and her self-characterization, it

1. Appendix, Section VI.

was decided that she felt inadequate, lacked control over self, life seemed to be automatic, and she had no real friends. Her new role was summed up to "be friend to the friendliness."

As the clinician was well acquainted with the case, it was easy to pick situations where a lack of adjustment was evident. Some of the situations dramatized were with the girls at the sorority house, on a date, conversations with the present favority girl friend, talks with instructors regarding school work, and home situations. She was encouraged to take up dramatics and art work. She responded well in the conferences and at the start appeared to be carrying her role in her outside life, but, as soon as she started having other people suggest roles for her, this improvement was lost. The cards at the last indicated little change and while a characterization, written after the conferences had been going on for some-time, showed that she thought she had changed considerably, the only evidence was the marked raise in her grade point over what it had been the year before and earlier that year.

Case VII

Maxine¹ showed some schizothymic tendencies. For

1. Appendix, Section VII.

a time she seemed to be more unsettled under therapy. Conferences continued from the middle of November until the first of April and by that time she had accepted the role, with marked difference in her appearance and grades. She had taken a psychology course the year before which she had nearly failed in spite of strenuous efforts, but in a course under the same instructor that semester she had the highest grade in a class of 32 students at the nine weeks. The grade was based on the average marks of 16 tests and papers so it could scarcely be considered an accident. Another instructor who had not become acquainted with her until sometime after the therapy began, encouraged her to get her Ph. D. in psychology. Maxine had the following test results:

Henmon-Nelson Test of Mental Ability

Form A - 41 points Form B - 42 points

Nelson-Denny Reading Test

Form A - 109 points Form B - 126 points

Terman-Merrill

Form M - I. Q. 129 Form L - I. Q. 143

The validity of these tests, especially the Terman-Merrill, was questioned as it was learned later that she could have had access to them and the scoring manuals before they were given.

The first time that she was asked to sort the

personality cards it took her over an hour to do it and she picked out 66 of the statements as applying to herself. The last time there were only six that applied and only three of these she considered important. In her first characterization, she said that she lacked confidence, had a tendency to become very depressed, worried, and was nervous, and mentioned that she disliked cruelty but felt sometimes that she would like to be cruel. The second time she sorted the cards she did not hesitate and show the indecision that she had before and when she was asked to give some statements that characterized herself she said that she was self-confident, independent, usually cheerful and happy, not moody, had some poise, knew what she was going to do and how to do it, and was more thoughtful and understanding.

At first there seemed to be no improvement, but gradually, although not without a number of setbacks, she accepted the role. She never did as well during the conference as she did outside. In her case, after she had begun to improve, she would occasionally have trouble at dramatization. In these instances it seemed to help to have the clinician exchange parts with her and dramatize the scene first in her old role and then in the new role. This seemed to be quite effective in breaking the tension and showing Maxine the contrast in the two parts.

She was then able to go ahead in the part herself. Although at times the roles were exaggerated in order to emphasize the contrast, it had to be done rather carefully in order to keep Maxine from getting depressed. In her case the conference was usually ended with some encouragement as to how well she was adopting the new role.

Case VIII

Margaret¹ never seemed very interested in the conferences but she accepted part of her new role and changed independently. She was not able to cooperate by playing her part in conference but she began playing it outside, and from observations made on the campus and at various social activities, there was considerable change in her personality. Her test results were as follows:

Henmon-Nelson Test of Mental Ability

Form A - 28 points Form B - 24 points

Nelson-Denny Reading Test

Form A - 40 points Form B - 42 points

Terman-Merrill was not given at the first of the conferences. Her I. Q. on Form L of this test given

1. Appendix, Section VIII.

when the conferences ended, was 103.

The first time Margaret sorted the cards she was very slow and picked only a few statements as characteristic of her personality. At the next conference she was again asked to sort the cards and to put the most characteristic in one group. In this manner a few more statements were obtained.

In her self-characterization, Margaret described herself as strong-willed and a little "bossy." She said that she did not like to be alone, did not like to hurt other's feelings, and that she became very upset when things were messy or torn up.

The clinic staff decided that she felt inferior and lacked ego strength and suggested trying to increase her self-confidence and give her the feeling that she was living under her own power and did not need to hem herself in with barriers. They suggested the role of exploring and finding new freedoms with the idea that she could handle any situation that might arise.

She found a good many excuses not to keep her appointments and was very reserved when she did. However, while she was not responsive during the conferences, considerable change was noted, some of it along the lines suggested by the clinician.

Case IX

George¹ was cooperative and played the role fairly well during the conferences but at first seemed to lack the strength to carry it over and make much change outside. He was referred to the clinic by the student advisors and conferences did not start until nearly the end of March and lasted less than two months. His test scores were as follows:

Henmon-Nelson Test of Mental Ability

Form A - 43 points Form B - 39 points

Nelson-Denny Reading Test

Form A - 57 points Form B - 45 points

Terman-Merrill

Form M - I. Q. 114 Form L - I. Q. 115

The first time he sorted the personality cards he picked out 79 of the 100 statements as applying to himself. When asked to mention several terms of self-characterization, he was unable to do so but later turned in a several page closely written manuscript on his personality². The committee characterized him as having systemitized delusions of inferiority and set

1. Appendix, Section IX.

2. Loc. cit.

up a new role in which he was to minimize circumstances and stop making excuses.

In establishing the new role his own personality outline was used as a basis in setting up the situations. He had mentioned that he had not gone with a girl for a long time and had had but few dates in his life. Therefore, one of the situations dramatized was with an imaginary date to various activities that cost little or nothing since he had given a lack of money as one of his reasons for not dating. Other situations were in the class, with his family, community activities, and with his boy friends. Suggestions were made as to things he could do outside in the way of sports and mixing with people. Reading material on foods and health was suggested.

Before the conferences were over he reported that he had been trying to do the things that the clinician had suggested. One of these was dating and he mentioned one day that he had gone with a girl for the first time since he had been in college at Hays. Incidentally, before the summer was over he was married.

When he resorted the personality cards, he picked only two statements that were now very important to him and a much smaller number that still had any effect. In characterizing himself he said that he was most happy when busy, that he thought he could adjust to any situation,

he had stopped blaming others, could think for himself, no longer held grudges, and that he could make friends more easily.

Clinical observation seemed to verify the improvement and one of the advisors who had sent him to the clinic also commented on how greatly he had improved in a short time.

Case X

Martha¹, a junior, started conferences in April. Her test results were as follows:

Henmon-Nelson Test of Mental Ability

Form A - 29 points Form B - 31 points

Nelson-Denny Reading Test

Form A - 39 points Form B - 28 points

Terman-Merrill

Form M - I. Q. 113 Form L - I. Q. 108

Martha picked quite a number of the statements on the personality cards as applying to herself and when asked to describe herself could think of nothing but later she wrote things on the outside. These included such remarks as the following: "If I like a person I like them with all I have, and if I dislike them it

1. Appendix, Section X.

takes a lot to change my attitude toward them. I let first impressions rub. If I begin something I will finish it." She also said that she was very self-conscious, unselfish, and willing to help others.

The committee reported that she lacked ego strength and was very compulsive with some paranoid tendencies, that she had to do something to keep her ego from being depressed and so tried to support it with ideas of grandeur. They suggested that her new role should give her some method of supporting her ego legitimately and that she should try to develop a simplicity of personality with the idea that very ordinary things were greatest. It was also suggested that she develop a motherly attitude toward boys and to go with the new personality as attempt to get her to change her appearance and dress a little more attractively.

Because of various external factors few conferences were held. She was not cooperative and appeared to have no desire to change herself, in fact refused to recognize that anything but her environment needed to be changed. It was decided that all conferences should be closed before final examinations. When she learned that conferences were to stop, she immediately became more accessible. Her new role was then reexplained to her and the things that had been gone over before were summarized and she was given considerable encouragement.

A later report indicated that she had adopted part of her role. How much good this type of therapy would have done is questionable. It would undoubtedly have had to continue over a long period of time but it is the opinion of the investigator that some change could have been effected if it had been.

CHAPTER III

SUMMARY

Were old habit patterns really changed by this type of therapy? Probably the best way to answer this is to review briefly some of the cases studied. Maxine¹ was slow to change and had numerous set-backs yet she showed an outstanding change in personality. She had been referred to the clinic by her roommate who was taking psychology. Three years after the conferences had ended, in the summer of 1943, the investigator saw this roommate. She said that she and Maxine had seen each other occasionally and corresponded frequently. She reported that Maxine was teaching in another state and that she was happy in her work and that she seemed to have a good many interests in life. She added that Maxine had been a changed person since she came to the clinic and indicated that as far as she knew, Maxine had never slipped back into her old habit patterns.

John² changed more quickly than Maxine although he did not entirely adopt the new role that was planned for him. He was observed during the next four months

-
1. Appendix, Section VII.
 2. Appendix, Section II.

after conferences had ended and he seemed to adjust increasingly well.

George¹ soon began playing his role in conference but at first he could not carry it over on the outside. However, he seemed to adopt it gradually. He was observed throughout the summer after conferences had stopped and he seemed to play his part increasingly well.

Betty² was not given her final tests until several months after conferences had ended and at about the time of these tests she was observed by the investigator several times outside of the conference. She seemed to have adopted her role fairly well and enough time had elapsed so that it would seem the change was permanent.

After the first few conferences, Margaret³ appeared to be adopting her role to a slight extent but there is no recheck or report after the conferences ended. Arthur⁴ appeared to have accepted his role as a permanent part of his personality during the two months of conferences.

Helen⁵ apparently continued to hunt new roles and reports from close friends about a year later indicated

-
1. Appendix, Section IX.
 2. Appendix, Section IV.
 3. Appendix, Section VIII.
 4. Appendix, Section I.
 5. Appendix, Section VI.

little change. However, not long after this she was married which might indicate that she had matured to some slight extent.

Fred¹ was quite content with himself as he was and did not accept any slight change in his role. While Robert evidently wanted to change he was unable to do so.

Did the subjects feel that they were acting or did they feel that the new role was a part of their personality? This varied with the individual and may have been partly due to the manner of presentation. Maxine² was at first acting a new part but as soon as she began to integrate into it the idea was emphasized that this had been the natural "you" all along and the old role had been acting. She seemed to accept this idea.

With George³ the role was presented in much the same manner that it had been with Maxine and he responded similarly.

With Betty⁴ the emphasis was at first on acting the new part and later an attempt was made to convince

-
1. Appendix, Section V.
 2. Appendix, Section VII.
 3. Appendix, Section IX.
 4. Appendix, Section IV.

her that she really was the desired type of individual but this was only partially successful.

Helen¹ always seemed to feel that she was acting.

To Fred² the idea was presented as one of changing and he had no desire to do this. It is possible that if the new role had been presented to him not as a new role but as a description of his personality as we saw it and if he had then been led to dramatize situations to emphasize the role, he might have accepted it unknowingly.

To Robert³, too, the idea was presented as a new role and he immediately felt that we saw a need for him to change and that he was not "right" as he was. While this was definitely the wrong approach for him, it seems doubtful if the treatment can be successful with anyone with such pronounced schizophrenic tendencies.

Another case was referred to the investigator that was not described with the others as it was not completed. It was Jean, who was extremely depressed, and was forced to leave school shortly afterwards because of this. Whether or not this type of therapy would have been successful with her is, of course, not known, but it

-
1. Appendix, Section VI.
 2. Appendix, Section V.
 3. Appendix, Section III.

seems doubtful if it would be successful with any type of psychoses.

Another element to be considered is the time. Is this a short type of therapy? With the cases studied this seemed to vary considerably. Maxine¹ began conferences the middle of November and ended the first of April. George² had conferences for less than two months. The battery of tests took at least two conference periods at both the beginning and the end of the experiment. It would seem that the regular conference periods could in many instances be reduced to as low as five or six and this would include the orientation conference and permit a recheck of situations at the end of the dramatization.

Still another question to be considered would be whether or not it is necessary to have subjects of high intelligence for this type of therapy. All of the cases studied had at least average intelligence. However, it seems very likely that it might be even more successful with those slightly below normal as they would be less likely to question the role as being something different. This would be especially true if it were presented to

-
1. Appendix, Section VII.
 2. Appendix, Section IX.

them not as a new part to play but as one image of themselves which we wanted them to recognize.

This is not a semantic therapy as Korzybski would describe it. However, it followed his work in recognizing that the individual characterizes himself in terms of words and acts according to what these words mean to him. By giving the individual a new role, that is, new terms with which to describe himself, a new set of actions will be evolved. The variant meaning of words to different individuals was clinically observed in this study. When a new role was set up, such terms as understanding, sympathetic, mature, might be used to replace terms the patient had formerly used in his self description. In some instances the patient, during the orientation conference, objected to one of the words. After he had been asked to explain as nearly as possible what the word meant to him it was usually possible to find another word that would have for the patient a meaning similar to that originally intended by the clinicians.

While the new role was acted out during the conference, it was not performed on a stage as in Morino's work with the psycho-drama. The clinician and patient both remained seated and the dramatization was purely verbal.

Following is a short summary of specific points

of improvement which seemed to be evidenced by the 10 cases studied:

1. Scholastic improvement was shown by seven. This included all but Robert, Fred, and Martha¹. These three of the four did not accept their new roles.

2. Six² of the ten increased their scores on the Henmon-Nelson test. Of the four whose scores were lower, two³ had not accepted their new role and while the other two⁴ seemed to accept the role later, at the time of the terminal testing they had not been able to dramatize well in conference. Only eight can be compared on the Terman-Merrill and five⁵ of these had an increase in score. Robert, Helen, and Martha⁶, none of whom had accepted the new role, showed a decrease.

3. Only nine of the group can be compared on the Nelson-Denny Reading Test. Five⁷ of these increased their score and four⁸ decreased. Again the ones who had a decrease were the four, Robert, Fred, Helen, and Martha,

1. Appendix, Sections 1, 2, 4, 6, 7, 8, and 9.

2. Appendix, Sections 1, 2, 4, 5, 7, and 10.

3. Appendix, Sections 3 and 6.

4. Appendix, Sections 8 and 9.

5. Appendix, Sections 1, 2, 5, 7 and 9.

6. Appendix, Sections 3, 6, and 10.

7. Appendix, Sections 2, 4, 7, 8, and 9.

8. Appendix, Sections 3, 5, 6, and 10.

who had not accepted new roles while the ones who had accepted the role all showed an increase.

4. Seven¹ of the group showed a better college adjustment.

5. one half² the group showed a better adjustment with the same sex. With Margaret and Betty³ there seemed to be a somewhat better adjustment but this was not as marked as with the others and was a little hard to judge.

6. Four of the group showed a better adjustment with the opposite sex⁴. At least one of the others seemed to have already made a satisfactory adjustment in this line⁵.

7. With the community seven⁶ seemed to be better adjusted. This included all but Robert, Fred, and Martha. Again there were three of the four who had not adopted the new role.

-
1. Appendix, Sections 1, 2, 4, 6, 7, 8, and 9.
 2. Appendix, Sections 1, 2, 6, 7, and 9.
 3. Appendix, Sections 4 and 8.
 4. Appendix, Sections 4, 7, 8, and 9.
 5. Appendix, Section 1.
 6. Appendix, Section 1, 2, 4, 6, 7, 8, and 9.

8. In life orientation and plan three¹ of the group appeared to develop a broader outlook coupled with more specific plans for attaining their goals. These were Arthur, John, and Maxine. Betty² and George³ also showed some development in this direction and Fred⁴ came nearer showing it in this line than in any other.

9. There could be no direct observations as to whether or not there had been any improvement in family adjustment but from the reports in conference, and in a few instances outside reports, there would seem to have been a definite improvement in four⁵ instances. Since Margaret⁶ had a problem which was felt to have been caused to a great extent by a lack of family adjustment, the subsequent adoption of her role on the campus probably carried over to the family.

-
1. Appendix, Sections 1, 2, and 7.
 2. Appendix, Section 4.
 3. Appendix, Section 9.
 4. Appendix, Section 5.
 5. Appendix, Sections 4, 6, 7, and 9.
 6. Appendix, Section 8.

Conclusions

1. This therapy is effective for general personality development in most of the cases studied¹.
2. It seems likely that role therapy is of most value in college orientation work and in dealing with cases of social ineptitude and maladjustment².
3. The procedure can be standardized.
4. This therapy does not require a great amount of intelligence on the part of the case³.
5. The therapy does not require a great amount of training on the part of the clinician.
6. It is a comparatively short type of therapy⁴ and could easily be made available to the average person.
7. It appears to be of little value in the treatment of schizoid types where the ego strength is low⁵ or for those who enter upon new roles merely for the sake of adventure⁶. It seems doubtful if this treatment would be of value with any type of psychoses, but

-
1. Appendix, Sections 1, 2, 4, 6, 7, 8 and 9.
 2. Appendix, Sections 1, 2, and 7.
 3. Appendix, Section 8.
 4. Appendix, Section 9.
 5. Appendix, Section 3.
 6. Appendix Section 6.

further research is indicated to determine whether or not this is true¹.

1. Appendix, Section 3.

BIBLIOGRAPHY

1. Freud, Sigmund. New Introductory Lectures (translated by W. J. H. Sprott) New York: W. W. Norton & Company, 1933. 395p.

This book contains comprehensive, non-technical lectures explaining psychoanalysis and the theories on which it is based.

2. Guthrie, Edwin R. The Psychology of Human Conflict. New York and London, Harper Bros., 1938, pp. 128-146, 183, 210, 347-349.

The author shows how it is possible for a person's role to be changed accidentally and poor training in childhood can be an important factor in poor role formation.

3. Healy, William; Bronner, Augusta F.; and Bowers, Anna Mae. The Structure and Meaning of Psychoanalysis. New York, Alfred A. Knopf, Inc., 1930. 480p.

This book gives a compilation of extracts from analytic literature. It presents on parallel pages the opinions of authors and critics according to topic.

4. Hendrick, Ives. Facts and Theories of Psychoanalysis. New York, Alfred A. Knopf, Inc., 1934. pp. 273-280.

This portion of the book presents the Rankian method of psychoanalysis and explains how his theories differed from those of Freud.

5. Korzybski, Alfred. Science and Sanity. Second Ed.
New York, International Non-Aristelian Library
Library Publishing Company, 1941. 798p.

The author explains how thought processes are affected by words and that the individual interprets the word differently and thus thinks differently. He believes that many quirks in our thought processes can be cured by a reorientation in our thinking.

6. Moreno, J. L. Inter-Personal Therapy and the Psychopathology of Inter-Personal Relations. Sociometry, A Journal of Inter-Personal Relations, July-October 1937, Vol. 1. pp. 9-75.

The author explains the work he has been doing in inter-personal relations.

7. Morgan, John J. B. The Psychology of Abnormal People. New York, Longmans, Green, and Company, 1936.
pp. 419-490.

This portion of the book gives a classification of the symptoms of benign mental disorders.

8. Taft, Jessie. The Dynamics of Therapy in a Controlled Relationship. New York, The Macmillan Company, 1933.

This gives two case records demonstrating the short, controlled relationship type of therapy with children. The author adds her theories and explanation of the work done.

APPENDIX

Section I

This gives a more complete record of each of the ten cases studied with the date of the first and last interviews, the dramatizations attempted, and some account of progress as it occurred.

ARTHUR

Conference 1, March 7, 1940

Arthur, a freshman born May 6, 1916, came to the clinic because of a felt lack of security. He had wanted an intelligence test given and although he stated that he had no special problems he was eager to try anything that might help him with his school work and social adjustment. He said that he planned on going to school at Hays for two years and then going where he could get professional training to be an architect. He was referred to the investigator by the clinic director and in the first conference the work was explained to him and he was given the Nelson-Denny Reading Test for college students, Form A. Scores: Vocabulary 37, Paragraph 58, Total 95.

Conference 2

The Henmon-Nelson Tests of Mental Ability for

college students, Form A. Score 71.

The 100 cards in the Maller Personality Sketches were then stacked in four piles. Pile number one was the group to which the case answered for himself, "These are very characteristic of me". Pile number two contained statements which he felt were fairly important in his life. Pile number three was the group that affected him only slightly and pile number four was the group that he answered "No, these do not apply to me". In these case studies the lists of numbers will be given for the first three groups and the remainder were answered "No".

Personality Cards

1. 75, 74, 71, 66.
2. 98, 97, 89, 82, 79, 73, 68, 60, 56, 72, 57.
3. 86, 81, 76, 65, 58, 94, 80, 61.
1. None
2. 45, 39, 35, 19, 11.
3. 50, 49, 43, 41, 38, 21, 18, 13, 4, 33, 3.

He was rather slow in making up his mind about where to place the cards and pointed out a few such as, "Do you feel that you have no real friends" and "Do you feel you are an unlucky person?" and said no one would say yes to these.

Conference 3

Terman-Merrill revision of the Stanford-Binet,
Form. I. Q. 137.

Self-characterization

1. Self-conscious (part of the time)
2. Agree with most everyone
3. Hard to get acquainted with
4. Not satisfied unless I see that I am filling a
nitch in an organization or my family
5. Rather be alone than in a crowd
6. Disorganized
7. Daydream
8. Have to be doing something and feel that I am
accomplishing something

Old Role - Arthur's old role was determined to be that of a non-participant in class, student body, and community. With the family, he was believed to be well adjusted but possibly too closely integrated. In regard to girl friends it was believed that he had become somewhat cynical in hunting for an ideal. His life orientation and plan were fairly acceptable although it seemed his ambitions were more for the enhancement of his ego than of any social value.

New Role - In his new role Arthur was to see himself as an intelligent, ambitious young man who was capable of holding a responsible position in society. In the past he had been learning and it had been permissible for him to remain on the sidelines. Now he had reached the place where, if he were fully to achieve his ambitions, it was

time to begin assuming some responsibility for others. Part of his social responsibility could be emphasized through his vocational interests by passing on interesting bits of his knowledge of architecture through lectures and writing. Several activities that might help him carry out this role in real life were suggested by the staff.

Specific suggestions were for him to develop responsibility for another student, to join some professional club, to organize something along the line of his vocational interest, to write an article for the college paper on the architecture of the buildings on the campus, and to talk to some high school boys' club on the possibilities of architecture as a profession. He was to make sure that his work was socially valuable and to use architecture as a means of expression of peoples' ideas and not just his own ego.

Conference 4

He was given a general idea of his new role. He expressed himself as wishing that he could change but he did not know how to do it. He discussed his early life and said that his home life was very happy and the family very close to each other. He said that he was seventeen when he finished high school and that he worked

for a year at home and then had worked away from home until he entered school the semester before. He also mentioned a girl friend of whom he seemed to be quite fond. Leading questions brought out the fact that he had been disappointed in girls before but had now made a satisfactory adjustment.

Conference 5

The scenes dramatized were classroom situations and scenes in which Arthur helped another student with his school work. It was suggested that as an outside activity Arthur find some student who needed help with his lessons and that he try to assist him. He was able to cooperate fairly well with the dramatizations and agreed readily to the suggestion that he help someone else and added that he knew a boy in the house where he lived who needed help.

Conference 6

It was suggested to Arthur that he join some professional club and situations were dramatized in which the investigator took the part of a boy friend with whom he was discussing the merits of various clubs. He was not very eager to dramatize this situation as he said that he belonged to the parliamentary law club and

felt that he was well adjusted in this line. He also mentioned that he would rather read and was only moderately interested in such things as club activities. At this conference Arthur reported that he was helping another student who was having difficulty with his school work and that he was making an effort to mix more with other students.

Conference 7

Arthur gave a talk to an imaginary group of people that he had got together for the purpose of organizing a club to study architecture. He also gave a talk to an imaginary group of boy scouts on the value of architecture as a profession. Arthur seemed to enjoy this and it was suggested that he do these things outside as soon as he could find an opportunity and that he write an article for the college paper on the architecture of the campus buildings. He said that he had had four years of debate and enjoyed giving talks but that he felt better when they were planned. He seemed to prefer the idea of talking to writing.

Conference 8

The situations dramatized were all related to helping others. Arthur did fairly well in conference and

from the things he said he seemed to be taking more of an interest in others and was more at ease in groups.

Conference 9

The statements on the cards that had been answered in the affirmative were examined and where it seemed advisable, related scenes were dramatized in the new role.

Conference 10

The Nelson-Denny Reading Test for college students - Form B. Score: Vocabulary 52, Paragraph 54, Total 106.

The Henmon-Nelson Tests of Mental Ability - Form B. Score: 75.

Conference 11, May 17, 1940

Terman-Merrill Revision of the Stanford-Binet - Form L. I. Q. 148.

Personality Cards

1. 66, 64.
2. 87, 73, 61.
3. 100, 98, 97, 89, 79, 71, 68, 62, 60, 57, 55.
1. None.
2. 19, 3.
3. 50, 40, 39, 22, 21, 18, 12, 4, 1.

Self-characterization

Sometimes I feel impatient with my school work and wonder whether it will do me any good or not. Once in a while I have a longing to travel and be in the middle of some exciting situation or be looked up to by a number of people.

I believe I am less self-centered than I used to be.

I am learning to associate with strangers and I feel much freer when among them.

Formerly I was slightly absent-minded and inclined to daydream; a condition which I believe I will be able to overcome through conscientious practice. I feel more stable now, am happier and, I believe, much less an introvert.

Section II

JOHN

Conference 1, November 17, 1939

John, a freshman born September 9, 1920, was referred to the investigator by the clinic director. He belonged to the German-Russian nationality who were quite numerous in the vicinity. However, very few of this group attended college and they were discriminated against by the student body. As his older brother had previously received guidance at the clinic, John was given some tests not given to the others who were studied in order that he might be compared with his brother. Nelson-Denny

Reading Test for college students - Form A. Score:
Vocabulary 12, Paragraph 8, Total 20.

The Henmon-Nelson Tests of Mental Ability for
college students - Form A. Score: 28.

Conference 2.

Kelly Speech and Reading Test was given. This showed a number of fixations and very slow silent reading time, but otherwise there was nothing particularly pathological except that while he was right handed there was a slight lack of dominance indicated.

Cornell-Coxe. He was above normal in all but the picture arrangement test where he fell to a mental age of 9 years and three months.

Conference 3

Terman-Merrill revision of the Stanford Binet -
Form M. I. 4. 104.

Personality Cards

1. 98, 81, 80, 70, 66.
2. 96, 93, 85, 82, 77, 72, 67, 65, 51.
3. 100, 97, 94, 91, 87, 76, 95, 74, 73, 71, 69, 68, 59,
57, 54.
1. 43, 35, 30, 16, 12, 8.

2. 42, 39, 38, 32, 38, 22, 13, 3, 1.
3. 50, 46, 45, 41, 40, 34, 31, 26, 20, 19, 17, 14, 11, 10, 9, 6.

Old Role - The committee decided that he was somewhat resentful and had feelings of inferiority and disorientation, also that he was slightly sadistic.

New Role - For John's new role it was suggested that it would be advisable to build up his pride in his ancestors and to bring out the idea that they had been pioneers and that he was pioneer in a school of pioneers. He was to take the attitude that he was to have difficulties so that it would be easier for others of his nationality who came after him. His role was to be changed particularly in regard to the community and student body. It was suggested that the investigator learn what some of his problems in school had been, especially if people had been making fun of him as was thought likely, and then to go over these, having him act conspicuously the part of the "clodhopper" or "hick from the country" and then impress on him the idea that he came from good stock and did not have to remain this way.

Conference 4

Orientation conference. The new role was

explained to him and he seemed to accept it.

Conference 5

Dramatizations were attempted along the lines suggested but with poor response. The investigator talked with him and decided that there was already considerable change, part of it along the lines desire.

Conference 6

He had been observed on the campus and in the classroom by the clinician and clinic director and he appeared to have changed considerably and have a good deal more self-confidence. Again the dramatization was tried with poor results. The clinician then went over things much as had been done in the orientation conference. He said the way he had been pictured had been about right at the time he first started to college but that he was getting along all right now and did not need much change. He went ahead talking and mentioned several points, one was that he hadn't been going with girls but that it wasn't because he was afraid of them but that he hadn't found one in whom he was interested. He also mentioned his vocational ambitions saying that he planned on attending two years of school at Hays and then going some place where he could get better training

in vocational agriculture and becoming a county agent.

Conference 7

After a talk with the director and further observation, it was decided that he had accepted part of his new role, as evidenced by his self-confidence and apparent adjustment and greater participation in social life, and that probably it would be best to complete the conferences and see how much he would change of his own accord. Therefore, he was again asked to sort the personality cards with the following results:

1. 22, 9.
2. 12, 33, 40, 42, 41, 23.
3. 32, 39, 43, 38, 19, 45, 28, 3, 1, 17, 30, 31, 34, 43, 7, 13, 14, 31, 34, 8, 10, 50, 6.
1. 66.
2. 81, 70, 59.
3. 61, 60, 74, 98, 93, 94, 51, 54, 58, 63, 75, 85, 87, 87, 89, 97.

He was also asked to characterize himself and he said that he thought he had changed a good deal since he had first started to school. He said that at first he had become discouraged and was ready to give up his plans but now he would not do that. He had decided to carry fewer hours the next semester and get his school work

better and then expected to take more later after he is more used to school. He said that he was still afraid to say things in class for fear someone would laugh. An attempt was then made to dramatize classroom situations but he still could not cooperate very well.

Conference 8

It was decided to attempt dramatizations of several typical situations before completing the conferences. Those tried were classroom situations and among other things he was asked to give an impromptu report for something in his English class. He was then asked to pretend he was asking a girl for a date and later carrying on a conversation with her between dances. He then tried to imagine he was talking to a group of boys at a fraternity party, was nominating a friend for popularity king in student assembly, and was talking to a boy who was throwing rocks at a little dog. He did not do very well at dramatizing but always hastened to express his opinion regarding each situation, and again there was considerable change noted from his first responses.

Conference 9

The Nelson-Denny Reading Test - Form B. Scores:
Vocabulary 13, Paragraph 14, Total 27.

The Henmon-Nelson Tests of Mental Ability -

Form B. Score: 34.

Conference 10, January 12, 1940

Personality Cards

1. 34, 21, 8.
2. 35, 18, 39, 33.
3. 46, 30, 36, 20, 17, 19, 14, 7, 32, 23, 40, 42.
1. 66, 81, 97, 85.
2. 59, 89, 51, 77, 67.
3. 93, 75, 54, 100, 96, 84, 86, 76, 73, 69, 52, 61.

Terman-Merrill - Form L. I. Q. 113.

The test results had not indicated as much change as might be expected judging from other experience. In this connection it might be said that the work of the clinic with other college students using other types of therapy has generally yielded much more marked results, sometimes as much as from the 30th to the 80th centiles on an intelligence test. In this case, however, there was no attempt made to mobilize his personality improvement along intellectual lines. Between the middle of November when the initial testing was done and the middle of January when the terminal testing was done, he changed from a point score of 20 to 24 on equivalent forms of the

Hanmon-Nelson Intelligence Test, made a slight change on the reading test, and raised his I. Q. from 104 to 113 on the Terman-Merrill revision of the Stanford-Binet. Since the therapeutic results were not mobilized along intellectual lines during the original treatment period, it was thought perhaps if the personality changes were really as far reaching as they appeared, they would subsequently mobilize themselves along intellectual lines.

Conference 11, April 30, 1940

On April 30, 1940, John was again called in and given the Hanmon-Nelson test, Form A, and it was found that his intelligence rating had gone up to a point score of 41.

Section III

ROBERT

Conference 1, November 21, 1939

Robert was an old chronic simple schizophrenic who was born March 8, 1896, as nearly as he could remember. He was attending his first year at Hays as a senior after a number of years out of school. He had been living on a farm with his parents for a good many years but had suddenly decided to return to school so that he might become a mathematics teacher and had borrowed enough money on his life insurance policy so that he could enroll. It was known to the clinician that he was existing on practically nothing and his school clothes consisted of a pair of new overalls. One of the instructors was encouraging him in his ambition to be a teacher and he came to the clinic solely because he believed that we would help him get better grades and he was getting worried about how poorly he was doing.

Personality Cards

1. 99, 67, 63, 85.
2. 66, 82, 64, 84, 51, 98, 69, 59, 77, 54, 100.
3. 78, 87, 88, 81, 55, 60, 75, 80, 79, 93.

1. 18, 11, 19, 39.
2. 17. 6, 3, 38, 25, 10, 5, 35, 30.
3. 1, 47, 13, 44, 36, 48, 31, 34, 15, 14, 4, 8, 2, 23, 22, 20.

He was very slow and uncertain in his placement of the cards. When asked to characterize himself he seemed unable to do it and so was asked instead to make a list of personality traits which he particularly liked and disliked which he gave as follows:

Like

1. People who look after their own business
2. Those who are kind
3. Industrious (keep things looking nice and have energy)
4. Support beneficial public enterprises (especially in education)
5. People who believe in education

Dislike

1. People who willfully commit wrongs and do not try to improve (wrongs such as teasing people and stealing)
2. Those who are filthy and won't clean up (He explained filth as meaning those whose clothes were dirty and who used tobacco).

Conference 2

The Henmon-Nelson Tests of Mental Ability -
Form A. Score: 30.

During the test Robert got up suddenly and left the room but returned a few minutes later and completed his work without making any comments. Time was checked

and taken out while he was gone.

The Nelson-Denny Reading Test - Form A. Scores:
Vocabulary 36, Paragraph 22, Total 58.

Conference 3

Terman-Merrill revision of the Stanford-Binet -
Form M. I. Q. 106.

It was necessary to go back to XI years to get a basal age. On year XII he missed two, on year XIII he missed three, on year XIV he missed one, on the average adult he missed four, on the superior adult one he missed two, on superior adult two he missed four, and on superior adult three, he missed all of them.

He also turned in a list that he had written outside of his good and poor qualities which are as follows:

Good Qualities

Determination
Consideration
Humility
Respect
Willingness
Responsibility
Energetic
Truthfulness
Sincerity
Kindness
Stability
Uniformity
Eagerness
Economical
Patriotic
Devotional
Faithfulness
Loyalty
Helpfulness
Ambitious
Regularity

Poor Qualities

Sullen
Repulsive
Poor memory
Selfish
Overbearing
Poor balance (partially
erased)
Jealous

Old Role - It was decided that he felt repulsive and that he was ashamed of something.

New Role - For his new role, it was thought it would be advisable to set up as an ideal the faculty member who was encouraging him to become a teacher. He was to observe in this man such characteristics as his stability and friendliness, his interest in propounding questions, his patience and kindness, and the way that he looked people straight in the eye when he talked to them and answered questions clearly.

Conference 4

Robert came early and interrupted the clinician with another case. He said later that he had forgotten the time that he was supposed to come. He had just received his 9 weeks grades and wanted to talk about these. He said that the school and most of the instructors had been treating him unfairly. The clinician attempted to explain his new role but he kept interrupting and seemed to have difficulty in following her ideas. She then asked him what he expected to do when he finished college and he said that he expected to have no difficulty in finding a job in a small high school when he finished college; there he would have a chance to show his ability and they did not emphasize the baser things, which he explained as meaning immoral things and "novels that

weren't worth anything". He was asked what he would do if he could not find such a school and he said that he would be satisfied as people will "respect a man who has a degree". The faculty member that it had been planned he was to model was then mentioned and his good characteristics pointed out and it was explained to Robert that if he would try to be like him in these things, it would help him to influence people and make it easier for him to get a job. He started telling the clinician the things he did not like about this instructor and objected to following him and became more reserved. The clinician then explained to him that what he said would not be repeated except to the director, if he would give her permission to do this, and that we dealt with a great many people and he should not consider anything that was said to him too personally. He became more responsive again but came back to the subject of his grades.

Conference 5

The clinician attempted to get Robert to play his role in different situations but while he would at first seem to be accepting her suggestions when she tried to get him to dramatize a situation he could not cooperate. He could see no reason for changing and no sense in doing what the investigator desired. She emphasized his good

points and told him that since he was planning on becoming a teacher and was going to change his way of life she was merely trying to help him prepare himself so that he could make a good impression and get a better job. She also said that she wanted to help him be a good teacher which she knew that he wanted to be from what he had said and she believed that he would be. The conference was closed for that day with no more attempts at dramatizations.

Conference 6

Robert was asked to play the part of a teacher explaining an algebra problem and to be sure that he spoke distinctly as of course a good teacher must be easily understood. He went to the blackboard and began explaining a problem to the clinician. He spoke more clearly than usual and seemed to enjoy what he was doing.

The investigator then pointed out that he must remember to do this outside, especially in classes, and suggested that he ask questions about things he did not understand in his classes.

Conference 7

Robert came an hour early for his appointment and the investigator asked him if he wanted to change the time for it but he said no that he had just forgotten. He had brought some books and he wanted the clinician

to review him. He said that since the semester was about over he had decided to come to review that day and then to stop coming. The only thing he seemed able to think about was the final examination which was coming up. He promised to come for at least one more appointment before he quit and he was then sent to another clinician who helped him with his reviewing.

Conference 8

There was no attempt at dramatization. The clinician gave Robert considerable encouragement, expounding his good points, and showing a great deal of confidence in his ability. He left smiling after saying that it helped a lot to find someone who had confidence in him as sometimes he thought no one had. He agreed to come back for his final tests and while the clinician invited him to come back any time that he needed help or wanted someone to talk to. He never came back after finishing the tests. However, for some time after this he was frequently seen in the neighborhood of the clinician's house standing and looking at it. Sometimes he was in front and at other times in the alley watching the back door which she usually used as an entrance.

Conference 9

The Henmon-Nelson Tests of Mental Ability - Form B. Score: 29.

The Nelson-Denny Reading Test - Form B. Score: Vocabulary 31, Paragraph 10, Total 41.

These tests were given under somewhat unfavorable conditions. He objected to the distractions and said it himself several times, "It's a scheme; it's a scheme".

Conference 10, January 24, 1940Personality Cards

1. 90, 88, 55, 71, 73, 75, 54, 51, 66, 89, 83.
2. 99, 94, 74, 61, 79, 86, 76, 100, 72, 67, 97.
3. 63, 69, 84, 95, 85, 96, 76, 70, 77, 91.
1. 7, 9, 25, 48, 45, 1, 30.
2. 19, 23, 5, 10, 2, 4, 26, 31, 47, 45, 39, 21, 8.
3. 36, 14, 41, 15, 29, 37, 42, 28, 22, 13, 3, 34, 35, 33.

Terman-Merrill - Form L. I. Q. 103. He completed all of year XIV correctly, missed three on the average adult, missed four on the superior adult one, and all of the superior adult two.

Section IV

BETTY

Conference 1, November 15, 1939

Betty was a freshman, born November 25, 1921. Her main difficulty seemed to be caused by her hyper-thyroidism.

The Nelson-Denny Reading Test - Form A. Score: Vocabulary 28, Paragraph 42, Total 70.

The Henmon-Nelson Tests of Mental Ability - Form A. Score: 34.

Conference 2

She was above normal in all but the picture arrangement test where she fell to a mental age of 10 years and six months, and the cube construction where she fell to a mental age of 12 years.

Conference 3Personality Cards

1. 4, 3.
2. 40, 45, 48, 10.
3. 44, 43, 41, 35, 34, 33, 32, 1.
1. None.

2. 51, 54, 66, 97, 93, 87, 79, 72, 70.
3. None.

Self-characterization

I like to mix with people, don't like to be alone.
 Follower
 Not dependable
 Flighty
 Talk too much
 Seldom gets angry but once that way am slow to get over it

Likes

I like the sort of person who can mix with people and entertain without getting excited. One who is sympathetic and understanding. I don't like the sort of person who lies, is two-faced, and brags too much.

Old Role - It was believed that she was easily frustrated and got disgusted and gave up quickly.

New Role - In her new role she was to think of herself in some job, possibly as a newspaper reporter. She was to be the one who looked for essentials in problems and treated people as interesting cases; one who was understanding and sympathetic, and she was to learn to feel that every new thing had something good in it.

Conference 4

Orientation conference. Classroom situations

were dramatized. She responded fairly well.

Conference 5

Situations dramatized:

1. Conversation with a girl friend who called her "scatterbrained" because she forgot an appointment.
2. Conversation with a "date".
3. With a group of people at a social gathering.
4. Conversation with a friend who told her hyperthyroids were "dumb".
5. Recitations and questions in class.

Emphasis was put on being well-poised and sophisticated. Her role was outlined to her again and at the end of the conference she said this had brought things to her mind better than she had ever thought of them before. She said that she had been trying to remember to practice her role outside.

Journalism and dramatics were suggested as outside activities.

She left to attend a girls' school the second semester the final testing was not done until the following summer. At that time there seemed to be a considerable change in her personality along the lines of planned role.

Conference 6, August 8, 1940

The Henmon-Nelson Tests of Mental Ability - Form B.

Score: 43.

Termen-Merrill - Form L. I. Q. 129.

The Nelson-Denny Reading Test - Form B. Score:

Vocabulary, Paragraph 46, Total 84.

Personality Cards

1. None.
2. 93, 72, 66, 51, 79, 87.
3. 59.
1. None.
2. 7, 22, 34, 46, 45, 41.
3. 35.

Self-characterization

Happy
Not very dependable

Section V

FRED

Conference 1, November 14, 1939.

Fred was a freshman, born October 22, 1922. He came to the clinic principally because he was interested

in improving his grades and he was referred to the investigator by the clinic director.

Personality Cards

1. 94, 79, 66, 61.
2. 98, 69, 68.
3. 93, 73, 65, 59.
1. 18, 19, 45, 12, 8, 39, 1, 28, 20.
2. 17, 4, 3, 48, 47.
3. 10, 35, 32, 38, 46.

Self-characterization

Make friends easily
 Self-confident
 Not bashful
 Good appreciation of fine arts
 Appreciation and respect for elders and unfortunates
 Believe in being especially clean
 Have few intimate friends
 Live mostly in the future
 Used to get depressed easily
 May be hasty in forming opinions

He said that he liked the sort of person who was witty, good at bluffing but usually able to back it up, one who had prestige, and who did not commit himself.

He did not like the sort of person who was overbearing, a hypocrite, and had an air of superiority.

Conference 2

The Nelson-Denny Reading Test - Form A. Score:

Vocabulary 40, Paragraph 48, Total 88.

The Henmon-Nelson Tests of Mental Ability -
Form A. Score: 58.

Terman-Merrill - Form M. I. Q. 139

Conference 3

Old Role - He was characterized as having a lack of ego strength.

New Role - He was to adopt the role of a person who worked quietly and was far sighted, one who did not expect his rewards immediately. He was to be thorough and build solidly for the future with a broad background so that he could feel that he always had plenty of knowledge and reserve. He was to build so that he could handle any situation without having people make a fool of him.

Conference 4

Orientation conference. An attempt was made to introduce Fred to his new role. He talked readily and said that his ambition was to become a composer. He mentioned that he felt depressed when he thought his mother was unhappy and talked of his relationship to her. The clinician attempted to get him to dramatize home situations and to take an understanding attitude in regard to his mother.

He did not seem interested in the dramatization and seemed little interested in the new role. Debate was suggested as an outside activity but he said he was not interested in it.

Conference 5

This conference was short. Fred was told to think up several situations that would best test him and to bring a list of these next time. Dramatization was not successful.

Conference 6

The situations Fred suggested were as follows:

Put on own financially
Make honor roll or quit school

He also mentioned that he did not like to go to parties. An attempt was made to dramatize situations related to these things but he continued to talk rather than dramatize and made no attempt to play the new role. He was asked to think up some more situations for the next conference.

Conference 7

Fred had not thought of any new situations. An attempt was made to have him play his role of being confident rather than "cocky" in conversations with

different people but without much success. He said that he felt he was becoming better adjusted in school but when any change was suggested he seemed satisfied with his old role.

Conference 8

The Henman-Nelson Tests of Mental Ability -
Form B. Score: 60.

The Nelson-Denny Reading Test - Form B. Score:
Vocabulary 46, Paragraph 38, Total 84.

Conference 9, February 15, 1940

Terman-Merrill Form L. I. Q. 146.

Personality Cards

1. None.
2. 97, 95, 94, 87, 79, 75, 72, 66, 65, 64, 61, 60, 59.
3. 99, 98, 92, 88, 84, 80, 77, 74, 73, 71, 38, 63, 62, 58, 57.
1. None.
2. 23, 46, 19, 17, 8, 43, 45, 20, 30, 41, 39, 1, 4, 35, 10.
3. 32, 16, 37, 47, 7, 38, 40, 18, 14, 6, 26, 33, 3, 31, 12, 22, 48.

Self-characterization

Have mental ability
Ambitious--in some things

Section VI

HELEN

Conference 1, November 25, 1939.

Helen was a sophomore, born May 21, 1919. She had heard through the investigator something of the type of work that was being done and came to the clinic principally because she looked upon role therapy as another type of adventure. She accepted her role at first but soon had others setting up roles for her as well. The desire for adventure was probably associated with her slight homosexual tendencies. During her college life she had seemed to enjoy playing the role of the "scatterbrained" child. She had been raised by her grandparents who had humored her. Her parents had been separated during most of her life but were at that time back together and she told how her mother liked to baby her when she visited them and how she let her do it and enjoyed it.

Personality Cards

1. 57, 80, 90, 94, 61, 72.

2. 59, 79, 73, 58, 87, 88, 100, 93, 84, 66.
3. 98, 65, 86, 97, 69, 82, 77.
1. 23, 2, 39, 24, 27, 32, 41, 42, 10, 35.
2. 22, 34, 17, 30, 3, 11, 12, 46, 33, 9.
3. 31, 29, 8, 1, 4, 18.

She said that she liked the sort of person who was very intelligent, traveled and experienced, always busy, kind and understanding, broadminded and a leader.

She did not like someone who has an air or superiority.

She thought she would like to be the sort of person who was well informed, cultured, grown up, and sophisticated.

Conference 2

The Henmon-Nelson Tests of Mental Ability - Form A.

Score: 64.

Conference 3

The Nelson-Denny Reading Test - Form A. Score:
Vocabulary 45, Paragraph 58, Total 103.

Conference 4

Terman-Merrill - Form M. I. Q. 142.

Old Role - It was decided by the committee that Helen lacked control over herself and felt inadequate

socially. She seemed to be continually being brought under forces over which she had no control. Her parents frightened her and she was ashamed of them. Life seemed to be autonomic. She felt unpopular and had no real friends.

New Role - In all situations she was to take the part of the friend to the friendless.

Conference 5

Orientation conference. Helen was introduced to her new role. Study was then discussed and classroom situations dramatized. She responded very well and appeared to enjoy the situation. It had been decided to make the new role very general and to let her decide more specifically the type of person she wanted to be. She said she wanted to be mature, understanding, and to take responsibility but by the next conference she would try to have decided more exactly.

Conference 6

Conversations with Helen's current favorite girl friends were dramatized. As the investigator was well acquainted with both the girl friend and the case, she knew that both of them were inclined to lean on others and tell them all their troubles. Helen was given the

idea that in her new role she was to be the one who was to take the responsibility for the girl friend and try to help her and be understanding of her difficulties.

Vocational plans were discussed and she mentioned three things that she thought she might like to do. These were to be a nursery school teacher, a social worker, or a journalist. The clinician then had her explain why she thought she would like to be each one of these and had her tell what she thought the advantages and disadvantages of each would be, and also how she could best prepare herself for each one. Apparently she had done no clear thinking along this line before but she was quite cooperative.

Conference 7

In the first situation dramatized, Helen carried on a conversation with her boy friend on a date. Then a home situation was tried which she babied her mother rather than letting her mother baby her. Following this she tried visiting with different girls at the sorority house. She played the parts well.

Conference 8

Helen said that she had been practicing her role outside. Get acquainted conversations were dramatized

and the value of making new friends was emphasized. The only other point emphasized then was that she sat down to study she should keep at it and she should concentrate on only a few important points.

Helen also turned in a short summary of what she thought the clinic had been doing for her. This read as follows:

When I first started coming up to the clinic there were a lot of things wrong with me. I had an inferiority complex and felt that I was being abused. I was very childish and yet I resented being treated as one. I dressed childishly, talked and acted as one. I was too dependent on other people. I wanted to grow up but I didn't know how.

I had lost confidence in my ability to make good grades and times was doubtful as to whether my mentality was high enough to make them. I wasn't making new friends nor particularly making any effort to make any.

Conference 9

Situations regarding the community were dramatized. Helen was encouraged to take a more active part in student government, in church and clubs. She did not do as well on this occasion and later told the clinician that the girl friend mentioned before was also helping her change. A start was made on the situation recheck.

Conference 10

A start was made on the situation recheck.

Community situations were dramatized and her role in all situations reemphasized. Conversations with the girl friend were redramatized and she was told that in her new role she must help the girl friend and not have her setting up new roles that she herself would follow. She did not cooperate as well as at the first but she said she had been making new friends. Dramatics and dancing were suggested to her as outside activities and she agreed that she needed some means of expression and would take up some of such activities.

Conference 11

The situation recheck was completed. There seemed to be some improvement in Helen's responses, but there was still a lack of confidence.

It was learned about this time, but outside of the conferences, that Helen had written to one of her old school teachers asking for suggestions which she might change and she had received a number of suggestions which she was apparently making some attempt to follow.

Conference 12

The Henmon-Nelson Tests of Mental Ability - Form B.
Score: 37.

The Nelson-Denny Reading Test - Form B. Score:

Vocabulary 46, Paragraph 38, Total 84.

Conference 13, April 8, 1940

Terman-Merrill - Form L. I. Q. 139.

Personality Cards

1. 73, 57.
2. 84, 61, 87, 97, 82, 72, 66, 59, 100.
3. 79, 86, 99, 81, 67, 64, 51, 58, 55, 88.
1. 22, 12, 4, 11, 8, 2, 34, 23, 31.
2. 32, 3, 33, 1, 19, 39, 41.
3. 46, 9, 26, 18, 35, 30.

Self-characterization

A follower but I think I could be a leader
 Stubborn
 I think people run over me
 Frank
 Broad-minded (I think)

Section VII

MAXINE

Conference 1, November 14, 1939

Maxine was a senior, born November 17, 1939. She came to the clinic at the suggestion of her roommate who was a psychology student and was referred to the investigator by the clinic director. She said she had

been worn out all the time and was unable to sleep and she mentioned that the doctor had given her some sleeping pills and she had been considering taking an overdose in hopes that it would kill her. It also came out early in conversations that she had never had a date. She talked readily and told of her early home life and how she had hated her mother and grandmother, both dead now, and how she had sometimes thought of killing them. She dreaded going home as she said her father and brother always expected her to do so much work that it wore her out.

Personality Cards

1. 69, 90, 91, 97, 54, 85, 67, 51, 77, 81, 70, 84, 100, 75, 86, 74, 86, 74, 99, 65, 73, 68, 61.
2. 62, 82, 72, 58, 76, 93, 66, 94.
3. 57, 87, 80, 89, 64, 60, 71, 92, 59.
1. 15, 71, 21, 25, 29, 24, 33, 34, 41, 22, 42, 30, 4, 17, 20, 6, 1, 39, 45, 19, 18.
2. 26, 45, 34, 3.
3. 31, 32, 48.

She was not asked to characterize herself at first but did list personality traits that she liked and disliked.

Likes

Lack of cruelty (she added that sometimes she would like to be cruel).

Courage

Sense of humor

Poise

Independence

Self-sufficiency

Intelligence

Kind and understanding

Dislikes

Person who gets angry easily

Irritable

Person whose feelings are easily hurt

Feeling sorry for herself

Nervous

Someone who chatters and talks about themselves.

Conference 2

The Nelson-Denny Reading Test - Form A. Scores:
Vocabulary 61, Paragraph 48, Total 109.

Conference 3

The Henmon-Nelson Tests of Mental Ability -
Form A. Score: 41.

Maxine kept wiggling and shuffling her feet all the time she was taking the test. At the end of the test she said she was worn out and that after the last appointment she had felt sick and had been unable to sleep. She said that it was not the tests that worried her but just that she was unable to sit down and do anything at home or at school. She said that she had

not felt that way until coming to Hays and mentioned that she had attended school at Manhattan one year and then taught for five years before returning to school at Hays.

Conference 4

Terman-Merrill - Form M. I. Q. 129. It was learned later that she could have had access to this test before taking it and that she had known that she was to be given an individual intelligence test, therefore, the validity of this test and the Form I, Terman-Merrill given later was questioned.

Old Role - It was decided by the committee that Maxine felt herself undesirable and believed that she could not have normal friendships because of this she had decided to become resigned to fate and had become depressed. She was also somewhat sarcastic.

New Role - For her new role Maxine was to be given the idea that instead of lacking experiences she had had many that others had missed. She should be kind and inject kindness into her pupils because she knew what a lack of kindness meant. Self-reliance, an unselfish attitude, and an understanding attitude were to be built up. An attempt was to be made to change her personal appearance also, so that it would fit the new

role.

Conference 5

The new role was explained to Maxine. She talked about her early life and she said that her family had always told her she was dumb. She also mentioned her brother, who was only four years younger than she, and said that he was a "baby" and that he cried when she tried to change him. She said she would like to change. At the time she was wearing a dark blue dress, no make-up, hair done unbecomingly, and rimmed glasses. As a start in changing her personal appearance it was suggested that she wear nail polish and make-up to add a little color and help her to feel different.

Conference 6

Maxine came to the conference wearing make-up, fingernail polish, a gay colored sweater, and had her hair fixed more becomingly. The investigator commented on her improved appearance and she remarked that when she was little, one teacher and the children had made fun of her because of her clothes and her family. She said she saw this teacher sometimes and she always pretended she was sure of herself and better than she

really was when around her.

The clinician helped her dramatize a meeting with this teacher and as she had also mentioned that she still worried about people making fun of her a typical situation of this kind was dramatized. She responded fairly well, especially in the first situations. The clinician then explained a little more fully the object of the dramatization and she decided that she had always liked to act and that this would be fun.

Conference 7

An attempt was made to get Maxine dramatize different family situations but she did not cooperate very well.

Conference 8

Maxine had just returned from a visit to nearby schools with other practice teachers and she mentioned that she did not believe the supervising teacher had been ashamed of her on the trip as she had acted the role of the self-assured, understanding person. As she was expecting to go ahead with teaching several types of situations were dramatized with Maxine in the role of teacher. The investigator took different roles such as

a child getting into mischief, and a very "dumb" child who could not understand the problem the teacher was trying to explain. She was quite cooperative and seemed to enjoy the conference.

Conference 9

Maxine immediately started talking about how she dreaded to go home for the coming holidays and said that she was also worrying about having to go home for the summer. Different hobbies were suggested and several attempts made to get her to play her role in regard to home situations but this met with little success.

Conference 10

Maxine gave a detailed account of her vacation and pitied herself because she had had to work "too hard" while she was at home. She seemed rather resentful and no attempt was made at dramatizations because it had been so long since the last conference that it was believed another orientation conference was necessary. She spoke of her experiences at the dormitory and a book that she had been reading that had made her decide to become a social worker as she said she really did not like to work with children.

Conference 11

When Maxine appeared for this conference she seemed quite depressed and uncooperative. The investigator tried to dramatize situations regarding the community and to get her to carry on conversations with individuals or groups in various social activities but she refused to try. The clinician then asked her if she would like to dramatize some other type of situation that day or what she would like to do. She replied that she didn't know, that all she wanted was peace. The investigator then encouraged her a little regarding how well she had been doing at first and emphasized a few points of her new role that she should remember to be practicing.

Conference 12.

Maxine started this conference by notifying the clinician that she had decided to go to a neighboring town for a few days so that she could be by herself and think things out and decide what sort of person she really wanted to be. At first she refused to attempt any dramatizations and she said she wanted to wait until she had decided what sort of person she was going to be. Later she told of some experiences with her roommate and spoke of her in a very resentful manner.

The clinician then had her go over the situation in her new role and she cooperated fairly well. As she was still determined to make the trip an appointment was made with her for the day after she returned.

Conference 13

Maxine returned from her trip with a summary of what she wanted to be and to do and this was discussed.

The summary is copied below.

Accepted as a person - not criticized.

Emotionally stable - laugh at self - enjoy life - will learn to play tennis and other games - face facts - socially mature - own fault that I feel tied down at home - want to feel at home anywhere - be with more mature people - be able to carry on a good conversation.

More poise - feel secure.

Help others but not overdo it.

Understanding.

Thoughtful - not hurt others to get own ends - make others lives brighter.

Kind - not spoil others' pleasure (fun at others' expense) - not look down on others.

Interesting - need to forget self - find out others' interests - be an authority on someone - be up on current topics.

Financially independent.

Gracious and charming - have dignity, be kind, thoughtful, pleasant - be best self.

Cheerful.

Unselfish.

Tactful.

Religion.

There is a God.

Should pray.

Should read Bible but not misinterpret for own ends.

Attend church.

Worship.

Vocation.

(She used a vocational guidance test she had given herself as a guide).

Principal of grade school.

Personnel counselor (first choice).

Social worker.

PEACE

Would be peaceful if not criticized - if accepted as a person.

Summer plans

Go home.

Geographic magazines (clip & file) and other magazines.

Go through collections.

Read.

Ride bicycle.

Visit in Iowa.

Possibly go to Estes (for a short time).

Make a plant survey and collections.

Bird identification.

Hikes.

Might take trip with girl friend.

Experiment with house plants.

Conference 14

Maxine immediately began to tell of difficulty with her housemother. She said she had kept her temper and played her "natural" role much better than she could have a while back. This situation was dramatized and as she mentioned having difficulty in one of her classes, classroom situations were dramatized. She cooperated very well.

Conference 15

Maxine reported that she was trying to take a more active part in class and thought that she was improving. Conversations with men in campus situations and on dates were dramatized. It was suggested that she take more part in social activities and that she might organize a group who would be interested in the same things that she was and did not get out much. Before her trip Maxine had spells of being resentful and "kittenish" by turns. After her return she did not resort to either of these habits until she knew

the conferences were about to be terminated.

Conference 16

Situation recheck was held. Some of the situations related to statements in the cards were dramatized.

Conference 17

In this conference there was a recheck on situations. Maxine said she was worried because some of the teachers in the education department did not like her and she thought this might keep her from getting a good job. The clinician tried to get her to dramatize conversations with some of them telling them of her interest in her work and how she believed she had changed but she refused to try. The clinician then dramatized a typical situation as she did it when she first came to the clinic and then the way she had been acting in her new role.

Conference 18

No dramatizations were attempted. The work that had been done was summarized and Maxine was given considerable encouragement.

Conference 19

This time emphasis was put on taking part in outside activities. Maxine said that she was afraid sometimes that she might start getting the "blues" again. The clinician suggested that if she did to pick out a certain time each day to sit down and tell herself that she was going to be "blue" then and to not let herself get depressed except during that time. The idea seemed to amuse her and emphasis was then put on the fact that she could control her mind if she wanted to do so. She started giggling and became slightly "kittenish" once during the interview and the investigator immediately went over the situation copying her and then doing it again in her "natural" well-poised role and then had her do it that way.

Conference 20

A few of the situations were again rechecked. A few mental hygiene rules were outlined and Maxine was given a liberal amount of reassurance. She asked near the end of the hour if the conferences would have to go on much longer as she did not think they were necessary.

Conference 21

The Henmon-Nelson Tests of Mental Ability -
Form B. Score: 42.

Conference 22Personality Cards

Maxine did not hesitate and remain undecided
this time while sorting them.

1. 99.

2. 100, 66.

3. 72, 57.

1. None.

2. None.

3. 39.

Self-characterization

Self-confident

Independent

Usually cheerful and happy

Not moody

Have some poise

Know what I'm going to do and how to do it

More thoughtful and understanding

Conference 23, April 1, 1940

The Nelson-Denny Reading Test - Form B. Scores:
Vocabulary 68, Paragraph 58, Total 126.

Terman-Merrill - Form L. I. Q. 143.

Maxine had voluntarily brought a summary of what she thought had been accomplished. This is copied below.

SUMMARY

I. Emotionally upset because { Home
lack of adjustment to { grandmother
environment { Community
{ school
{ Mother
{ social psy.
{ Eves - Davis

Because I didn't I became { nervous
{ self-conscious
{ self-centered

As a result I { didn't understand others
{ worried
{ couldn't sleep
{ digestive disturbances
{ insecurity
{ no one loves me
{ escape - fiction - movies -
{ working

Then I came to the clinic - (make a different Person)

You 1. shocked me.
2. thinking about different things.
3. showed me how silly I had been acting.
4. made me want to become a definite type of person.
5. showed me how to understand others.

I learned -
6. emotions are caused by instincts. Can't help emotions but can control them.
7. instead of worrying, find something to do.
8. mind can rule over matter.
9. don't have to do anything but die.

Now - Interest centered about my work instead of my every feeling and every emotion, pain.

Probably never marry. I'll be well adjusted because I'll be interested in my work.

Section VIII

MARGARET

Conference 1, November 8, 1939

Margaret was referred to the investigator by the clinic director. She never dramatized very well during the conference but from other observation she changed considerably, partly along the lines desired. She was continually finding some excuse not to keep her appointments, usually that she was too busy or sometimes that she forgot.

Personality Cards

1. 66.
2. 51.
3. 97, 91, 89, 81, 77, 72, 62, 61, 58, 57, 56, 52.
1. 3.
2. 39, 38, 35, 33, 30, 19, 18, 11, 6, 4, 1.

* She was very slow in deciding where to stack the cards.

Self-characterization

Strong-willed

A little bossy
 Don't like to be alone very often
 Don't like to hurt others feelings
 Upset when things are torn up
 Not very competent - admire someone who is

Conference 2

She said that she did not like anyone who gossiped. She was very emphatic in stating that she didn't like this. As it was not believed that Margaret had not given a very true picture of herself in the way she stacked the cards, she was asked to do it again. This time there were three piles. The "ones" were the most characteristic, the "twos" somewhat characteristic, and the "threes" were not characteristic.

Personality Cards

1. 97, 62, 69, 81, 51, 89, 59, 91, 72.
2. 93, 79, 61, 65, 57, 88, 76, 70, 73, 77.
1. 1, 33, 38, 19, 13, 30, 35, 3, 22, 8.
2. 39, 6, 11, 17, 41, 18, 41, 21, 42, 26.

On the same day she was asked to again stack the cards with number one pile being characteristic, the number two pile neutral, and the number three pile not characteristic.

1. 66, 76.
2. 97, 51, 81, 62, 79, 69, 61, 89, 68, 73.

Conference 3

The Nelson-Denny Reading Test - Form A.

Score: Vocabulary 18, Paragraph 22, Total 40.

Conference 4

The Henmon-Nelson Tests of Mental Ability -
Form A. Score: 28.

Old Role - Margaret was characterized as feeling inferior and lacking ego strength.

New Role - Margaret was to play the role of one who was exploring and always looking for new freedoms, with the idea that she was capable of handling any situation. Her self-confidence was to be built up and she was to be made to feel that she was living under her own power and would not be bad unless she wanted to and that she did not need to hem herself in with barriers.

Conference 5

Orientation conference. Margaret's old and new roles were interpreted to her and two situations were dramatized. In one she played the part of the teacher and in the other the investigator was the teacher in a typical classroom situation.

Conference 6

An attempt was made to dramatize five situations.

The first was another classroom situation, the second was at a sorority party, the third one was to nominate a friend for some office in student assembly; in the fourth Margaret acted the part of hostess at some social function, and in the fifth was a conversation on an imaginary date. She kept a very reserved and defensive attitude all during the conference but agreed to remember outside to play the role of a mature, assured woman.

Margaret did not keep her next appointment and made some excuse for every date suggested or else if the appointment was made did not keep it. During this time, however, she was observed on the campus and at social activities and she began to take quite an active part in things. This was quite different from the way she acted at first.

The final tests were not dated but were given sometime after this last conference.

Conference 7

Terman-Merrill - Form L. I. Q. 103.

Conference 8, April 8, 1940

The Henmon-Nelson Tests of Mental Ability -
Form B. Score: 24.

The Nelson-Denny Reading Test - Form B.

Score: Vocabulary 22, Paragraph 20, Total 42.

Personality Cards

1. 35.
2. 33, 10, 3, 1, 21, 18, 6.
3. 38, 4, 15, 27, 23, 22, 42, 41, 30, 39, 29, 17, 19.
1. 66.
2. 93, 99.
3. 51, 61, 72, 57, 97, 100, 77, 80, 81, 85, 91.

Self-characterization

Lack of confidence
Happy

Section IX

GEORGE

Conference 1, March 27, 1940

George was a sophomore, born March 27, 1916. He was referred to the clinic by the student advisors. In the first conference he reported that he was tired and could not concentrate. He said that he thought about his family most of the time and he seemed to feel very resentful toward his father and brothers. Apparently he felt left out and persecuted. He also talked of his health and told of having been sent to the hospital

because of an attack of indigestion. In connection with the illness, which had occurred the summer before, he said that he thought they had diagnosed the trouble as being caused by his nerves. However, he considered that his inadequate diet had caused it and then mentioned some food taboos. He had decided that most of his difficulty was due to a lack of vitamin C and mentioned that at the time he became ill his parents were away visiting and they had left him with all the farm work which he considered too hard.

He said that he had never made good grades in school. He had attended Kansas State College at Manhattan for three years but he had only about one year's credits. He thought he had not done better because his brothers had left home and his father made him work too hard. He had believed he would do better in another school farther from home, but he had not improved at Hays.

At one time he had wanted to teach agriculture but at that time had no particular ambition. He mentioned that he had not had a date since coming to Hays and had never had much chance to run around with others, either girls or boys. This he blamed on his father's strict rule.

As he thought that his hearing might be bad this

was checked and found to be normal. At a later date he mentioned that he could not tell colors and this was checked and he was found to be red-green color blind.

Conference 2

The Nelson-Denny Reading Test - Form A. Score: Vocabulary 23, Paragraph 34, Total 57.

Conference 3

The Henmon-Nelson Tests of Mental Ability - Form A. Score: 43.

Personality Cards

1. 50, 46, 45, 41, 39, 38, 35, 32, 31, 30, 29, 37, 35, 23, 21, 21, 19, 18, 17, 15, 12, 7, 1.
2. 48, 36, 24, 28, 26, 22, 14, 13, 10, 2.
3. 42, 33, 24, 6, 3.
1. 99, 98, 97, 94, 91, 90, 89, 87, 86, 85, 84, 82, 81, 80, 79, 77, 76, 75, 74, 73, 72, 71, 70, 68, 67, 66, 64, 61, 60, 58, 57, 54, 51.
2. 69, 65, 62, 59, 53.
3. 93, 83, 56.

Self-characterization

Easily upset
Make friends easily

Hate to have others know my weaknesses
Can't concentrate
Can't remember well
Touchy about clothes - afraid they are too loud
and colors don't harmonize.
Persistent in school work but not in other things.

Conference 4

Terman-Merrill - Form M. I. Q. 114.

At this conference George brought a manuscript entitled Personality which he said was more complete than the self-characterization given before. This is quoted below.

Personality

1. I attend meetings with other people I know but not those with people I do not know so good.
2. I can be easily talked into doing most anything.
3. I do not know whether people are telling a funny incident or the truth when I talk to them so I most generally have a smile on my face when they talk to me.
4. I haven't had much time to read books, etc. therefore my vocabulary is very small.
5. I have never been in a fight mainly because I have worn glasses and tried to help from breaking them and also saving myself from getting beat up.
6. I did not attend dances until this year mainly because I do not know how. I haven't the extra cash to pay to get in, and I lived too far away from a dance hall.
7. I haven't touched tobacco since I was a sixth grader and I have never taken a drink of liquor in my life.

8. I haven't known much else to do but physical work, I have had no training in mental work (i.e. learn how to study). I have always studied at home by myself and did not have the opportunity to study with others.

9. I tire easily mainly because of my eyesight when studying. It took me 3 hr. Monday morning to read a little over 2 pages from an encyclopedia (i.e. I read and took notes.)

10. I have been told many a time that I am slow, in trying to become quick I break things and therefore become upset.

11. I would like to become more acquainted with the opposite sex but when I go with them I do not know what to do, ordinarily I do not have very much cash with me, therefore, I cannot take her to a movie or anything that takes money, the girls I wish to go with either have a "steady" of their own or my folks do not want me to go with the ones I choose. If I do have a "date" the folks ask me where I've been, who I had with me, etc., until I have quit going around mainly because I hate to be asked so many questions.

12. My cousin moved into town last fall and she showed me how to adjust myself to others and therefore I do not feel so bashful anymore.

13. I have, what seems to me, a dull pain in my head and in the middle of my back just above the hip line. I have noticed, since I am singing in the Baptist Church choir, that I have a dizzy spell when I stand up to sing. I then brace myself to fall backwards into my chair in case I lose all sense of balance. I first got this feeling in the 8th grade when a group of us boys got up to sing. I was to sing in the back row and to the right and when I faced the audience my right leg shot up in the air to the side and I had a feeling I was falling. I quickly grabbed the boy next to me to keep from falling over. I managed to stand up while the boys sang the songs but I didn't attempt to. Since then I cared not to get up in front of audiences when asked to. I sing in the choir because I like to, others are present that I know.

14. I feel since our family has the disposition of wanting to go places alone that I want to do likewise. Most generally I try to but I find one of my parents going along with me to see that I get home early and not spend much money.

15. I am conscious of my bad breath mainly because of my poor teeth and poorly developed insides. Our food we have at home isn't much Dad won't buy any and what little money mother has she spends on canned goods such as corn, beans, and fruit. I hate to go with anybody because I breathe in their face when I talk and they back off and get from me as far as they can. I try to chew gum to sweeten my breath but it is an expensive habit and besides my parents ask me not to chew in public.

16. One thing I wish I could be and that is an aviator in the United States Army either at Randolph Field, Texas or Ft. Riley, Kansas, Every since I was old enough to know what an airplane is I have always wanted to fly one.

17. The condition of poor people has impressed me very much. I only wish I could help them in some way because I can sympathize with them because of my own experiences. The well-to-do-class of people makes me become envious of them.

18. I feel I am not capable of repairing certain things around home, such as, loose chair legs, light sockets, and cords, repairing broken gates, sawing a board, adjusting a motor, etc., simply because I haven't had time to do these things, no one seems to want to show because I am too dumb, and I am not quick at catching on.

19. This is the first year I have gone to my teachers to ask them for help. I have always felt that they are too busy to see me and they would not like to take up their time explaining things because they already have in class. Another reason their offices are in with someone else and these other teachers are in at the same time or their helpers are and I have a feeling they are watching me and smiling or grinning at my dumb remarks.

20. Since I take very little part in things I often remember certain instances at home that I don't forget and if I am doing something I think of them instead of noticing what I should really do.

21. I am always careful not to hurt anyone, either at meetings where my folks take me or in the homes of those where I am invited. I mean I am always conscious that I will do something wrong.

22. I have always formed the habit of waking up at 5 o'clock every morning and going to bed at 8 in the evening. Since I am a slow reader I study in the library until 9:30. Now I get less sleep and I become tired after dinner time and I often "doze" for about 30 minutes and I have been unable to overcome this. In the mornings I wake up and feel as tired as I went to bed.

23. I cannot remember all the things I am told to do mainly because I cannot seem to concentrate and mostly I don't hear what they want and can't catch their meaning, therefore I don't ask because I don't want them to get mad and shout at me because I hate to be shouted at.

24. I think the main reason why I am hard of hearing is because I was always knocked around with my head and ears and therefore I have those dull headaches and stopped up ears.

25. I have never learned the names of colors but I can most generally distinguish between each color. I try to get my clothes to match as near as possible with my hair, eyes, and complexion. Most generally my relatives get me clothes that don't fit or do not match so I discard them and wear what I have.

26. I have learned to drive a car mainly through our hired man while delivering milk. When it was up to me to drive it alone I was 16 yr. of age and had 20 miles to drive everyday. I did not drive more than 40 miles per hour and as yet I have had no accidents. I do not believe I could name more than 10 parts to a car if I was asked to.

Old Role - It was decided that George had systemitized delusions of inferiority.

New Role - In his new role circumstances were to be minimized and George was to learn to stop making excuses for everything.

Conference 5

Situations were dramatized regarding classroom activities and conversations with a girl friend. These imaginary dates were to be to things that cost little or nothing and a number of suggestions were made as to things that he could do. He cooperated fairly well and said that he had been taking a more active part in classroom discussions of late. His health was also discussed and he was told to look up things on Vitamin C to find out what foods contained it and what a lack of it caused. Suggestions were made as to where he could find this material. His personality outline was quoted to him in regard to classroom situations and dates and it was pointed out that if he remembered his new role he could change regarding these things.

Conference 6

The dramatizations pertained to activities with the student body. His cooperation was fair. Again his

personality outline was quoted to him and he was urged to try to make new friends, to take up such games as pool and ping-pong, which he could play free in the recreation room where he lived; to keep up with current events by reading the newspapers, listening to the news on the radio, and reading short condensed articles as those in the reader's Digest.

Conference 7

A chart had been prepared for George on foods that contained Vitamin C and his health was discussed and the suggestion made that perhaps his difficulty was caused more by his mental attitude than by a lack of the proper food. He had given as another excuse for not taking part in any form of athletics that he was too small. He was urged to go watch the college softball games and notice the size of some of the boys that played and also to notice whether or not some of them did not wear glasses. He was again urged to play ping-pong and pool.

Conference 8

At this conference situations regarding the family and community were dramatized. George appeared to be doing better. He seemed to be beginning to adopt

the role and no longer wanted to spend all of the conference period discussing his troubles and making excuses to everything that was suggested.

Conference 9

Situations were reviewed. George's new role was emphasized in the different life situations that had already been discussed. He said he was finding it much easier to talk and act himself around people. He has been invited to a Y.M.C.A. meeting and has planned to go. Home situations and going with girls were the two situations particularly emphasized.

Conference 10

Situation recheck. There seemed to be a very marked improvement.

Conference 11

The Henmon-Nelson Tests of Mental Ability -
Form B. Score: 39.

The Nelson-Denny Reading Test - Form B. Score:
Vocabulary 19, Paragraph 26, Total 45.

Conference 12, May 21, 1940

Terman-Merrill - Form L. I. Q. 115.

Personality Cards

1. None.
2. 76, 65, 78, 66.
3. 97, 95, 90, 86, 70, 53, 72, 58, 100, 99, 93, 85, 67, 57, 69.
1. 26, 19.
2. 12, 30.
3. 2, 17, 25, 27, 36, 43, 50, 22, 14, 42, 1, 20, 34, 6, 4.

Self-characterization

1. Most happy when busy and receive some reward or recognition for my work.
2. Can adjust to any condition.
3. Stopped blaming others
4. Can think for self.
5. Can make friends easier.
6. Don't hold grudges - more tolerant.
7. Can think things out before doing them.
8. Learned to study and think. I can now make better grades.
9. Meet more people now and they seem more friendly.

He mentioned that day that he had had his first date in a long time the Saturday night before and that they had gone to a church party and a show.

Regarding dating it might be mentioned that before the summer was over he was married. The apparent change in his personality and attitude was also noted and commented on by one of the student advisors who had first referred him to the clinic.

Section X

METHUEN

Conference 1, April 4, 1940

Martha was a junior, born August 25, 1915. She came to the clinic at the urging of one of her acquaintances and was referred to the investigator by the Director.

The Henmon-Nelson Tests of Mental Ability -
Form A. Score: 29.

Personality Cards

1. 4, 6, 8, 18, 20, 29, 30, 33, 34, 39, 44.
2. 1, 7, 10, 15, 21, 24, 32, 41, 42, 43, 19.
3. 14, 38, 44, 48.
1. 75, 79, 66, 62, 64, 69, 54, 51.
2. 100, 99, 93, 82, 80, 81, 85, 77, 78, 68, 61, 67,
57.
3. 91, 84, 73, 72, 65, 58.

Conference 2

Martha was asked to characterize herself but as she could not decide how to do this she was asked to write it up outside and bring it later. She did this and it is copied below.

Self-characterization

If I like a person I like them with all I have,
and if I dislike them it takes a lot to change my
attitude toward them.

I let first impressions rub--

Very determined--

If I begin something I will finish it.

Very self-conscious of what others think of me.

Unselfish.

Willing to help others.

Conference 3

The Nelson-Denny Reading Test - Form A. Score:

Vocabulary 15, Paragraph 24, Total 39.

She has made some excuse after taking each test
for not having done better.

Conference 4

Terman-Merrill - Form M. I. Q. 113.

Old Role - It was decided that Martha was either
very compulsive or had paranoid tendencies, that she
had to do something to keep her ego from becoming de-
pressed and so tried to support it with ideas of grandeur.

New Role - In her new role, Martha was to learn
to support her ego legitimately. She was to build up a
simplicity of personality and to build up the idea that
the very ordinary things of life were often greatest.
She was to develop a sympathetic attitude and a motherly
attitude toward boys. An attempt was also to be made to

get her to change her personal appearance so that she would be more attractive.

Conference 5

Orientation conference. Suggestions were made as to how Martha could change her personal appearance and her new role was outlined. Emphasis was placed on the idea that she was not living up to her possibilities and that following the clinician's suggestions would bring out her better self.

Conference 6

Martha told of fainting in one of the instructor's offices the day before and said the doctor had said the trouble was with her nerves. An attempt was made to dramatize classroom and family situations but she was not willing to try.

Community situations were then tried with no better success. Some suggestions were made for outside activities, such as planning picnics, taking up some sport, and taking a more active part in the church that she attended. It was also suggested that she take the scout training course that was being offered and that she make plans for the next winter to try to organize and set up some form of recreation for the students who

did not dance. (She had been complaining that there was nothing planned for those who did not.) When plans for the next year were mentioned she began worrying about finances and how she could attend. The only thing mentioned that she seemed willing to try was to take responsibility for someone else who needed help. She said she knew someone who did need help and agreed to try to do something for her.

Margaret seemed to feel that she was already the type of person in the new role and had no desire to change.

Conference 7

In this conference situations regarding the family were tried first. She refused to try to dramatize this or situations regarding boy friends. She told her troubles but took the attitude that she herself was all right and it was only the environment that needed to change. Her life orientation and plan were then discussed. She had done some social work and planned to continue it. The clinician attempted to give her the idea that in social work you are helping others and therefore she should be preparing herself to to that as well as possible. Her interest in the work seems to be purely in personal advancement and she

discussed her past training and experience, with the attitude that she already knew all there was to know, and did not need to make plans for the future.

Conference 8

As school was nearly out it was decided best to complete the conferences at once. Therefore, the final testing was done with no further attempts at dramatization.

The Henmon-Nelson Tests of Mental Ability -
Form B. Score: 31.

The Nelson-Denny reading Test - Form B. Score:
Vocabulary 17, Paragraph 11, Total 28.

Conference 9, May 25, 1940

Self-characterization

Confident
Not afraid of anything but myself (afraid to do things)
Certainly not sad
Unselfish

Personality Cards

1. 69, 66, 54, 51.
2. 99, 93, 91, 85, 81, 80, 77, 67.
3. 86, 84, 82, 79, 76, 62, 57.
1. 4, 38, 33, 8.
2. 19, 2, 17, 29, 6, 20.

3. 30, 18, 21, 41, 32, 37, 5, 1, 42, 14, 22, 36, 12.

Terman-Merrill - Form L. I. Q. 108.

When she found that this was to be the last conference Martha immediately became more accessible. The new role was again outlined for her and some of the points that had been gone over were reemphasized. She seemed to be accepting some of the ideas. The clinician pointed out that the role outlined was really her better self and that she had been improving some and could be that way all the time if she wanted to try.